

Paper 12
English CORE
Women's Writing
ENG060104

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Graduate Attributes:

This course will acquaint students with women's writing across genres, cultures and historical periods. They will study these writings with the help of some key concepts and ideas in women's/feminist studies. The study of the specific texts will develop the students' critical thinking and analytical abilities. They will acquire knowledge of different cultures and the challenges faced by women in diverse social settings. They will develop empathy and gender sensitivity which will help them to tackle problems in real life situations.

Course Outcome:

- An understanding of the basic concepts which are of use in analyzing women's writing
- A familiarity with women's writing across genres, times and cultures
- An ability to analyze a text setting it against its socio-cultural and historical background
- An appreciation of the basic themes, issues and stylistic features of a particular piece of women's writing.

Unit I: History, Concepts and Ideas (1 Credit)

Waves of feminism, the body, ecofeminism, third world feminism, black feminism, communities of women, gynocriticism, gender

Unit II: Texts (3 Credits)

Kamala Das : An Introduction

Elizabeth Barrett Browning: Sonnet XLIII (How do I Love Thee? Let me count the ways) from *Sonnets from the Portuguese*

Emily Dickinson: The Soul Selects her own Society

Adrienne Rich: Power

Louisa May Alcott: *Little Women*

Alice Walker: *The Color Purple*

Manjula Padmanabhan : Lights Out

Lady Mary Wortley Montagu: from *The Turkish Embassy Letters* (to Lady-Adrianople, 1 April 1717; To Lady Mar, 1 April 1717)

Toru Dutt: from Letters to Mary Martin (Baugmaree Garden House, Calcutta. December 19, 1873)

Emily Bronte: from *Diary* (Haworth, Thursday, July 30th, 1845)

Recommended Reading:

Andermahr, Sonya et al. *A Glossary of Feminist Theory*. London: Arnold, 2000

Auerbach, Nina. *Communities of Women: An Idea in Fiction*. Harvard UP, 1978

Beauvoir, Simone de. *The Second Sex*. trans. Constance Borde and Shiela Malovany-Chevallier. Vintage, 2010

Gilbert, Sandra and Susan Gubar (ed). *The Norton Anthology of Literature by Women: The Traditions in English*. Norton, 1996

Pearce, Lynne. *Feminism and the Politics of Reading*. Arnold, 1997

Showalter, Elaine. *A Literature of their Own*. Virago, 1978

Tharu, Susie & K. Lalita. ed *Women Writing in India* OUP, 1993

Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1952

Paper 13
English CORE
Literature and the Environment
ENG060204

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Graduate Attributes

- To equip students with a comprehensive knowledge of multiple perspectives on the relationship between literature and environment.
- To provide students with a historical and contextual knowledge of the representation of and approaches to the environment through literature.
- To develop skills in critical analysis, research, and writing, which will enable students to engage in scholarly discussions on this area.
- To develop in the students a critical vocabulary pertaining to the field of environmental humanities

Course Outcome:

This course on Literature and the Environment focuses on exploring the relationship between literature and the environment, which has been an ongoing topic of exploration for many decades now. Literature has the ability to capture and reflect the myriad and complex relationships between humans, non-human animals and the environment. The course thus aims to provide a comprehensive understanding of the ways in which environmental concerns and the ecological crisis in the contemporary world are represented and addressed in literature.

Students will have to attempt questions from both units.

UNIT I (1 Credit)

This unit is designed to give students a basic idea of some key concepts and issues in environmental humanities, environmental ethics and ecocriticism. The topics to be discussed in this paper include the following:

Anthropocentrism
 Deep Ecology
 Ecocriticism
 Ecofeminism
 Anthropocene
 Climate Change
 Environmental History

UNIT II (3 Credits)

This unit involves a reading of select texts in the light of the concepts discussed in Unit I and a practical application of those ideas in interpretation and analysis of the texts while placing them in their historical, cultural and other contexts.

Texts:

Francis Bacon (1561-1626): "Of Gardens"
 Gilbert White (1720-1793): Letter LXIV (From *The Natural History of Selborne*)
 William Wordsworth: "The Solitary Reaper"
 Henry David Thoreau: "The Ponds" (From *Walden*)
 Emily Dickinson: "A Narrow Fellow in the Grass".
 Robert Frost: "The Wood-Pile"
 D. H. Lawrence: "Snake"
 Amitav Ghosh: *The Living Mountain*
 Easterine Kire: *Son of the Thundercloud*

Recommended Reading:

Armbruster, Karla, and Wallace, Kathleen (eds.) *Beyond Nature Writing: Expanding the Boundaries of Ecocriticism*. Charlottesville and London: University Press of Virginia, 2001.
 Finch, Robert, and John Elder (Eds.) *Nature Writing: The Tradition in English*. New York: W. W. Norton & Company, 2002.
 Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.
 Glotfelty, Cheryl, and Harold Fromm (Eds.) *The Ecocriticism Reader*, The University of Georgia Press, 1996.
 Heise, Ursula K., Jon Christensen, and Michelle Niemann (Eds.) *The Routledge Companion to the Environmental Humanities*, Routledge, 2017.

Paper 14
English CORE
Northeast Indian Literature
ENG060304
(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Course Objectives:

This course on Northeast Indian Literature is designed to familiarize students with the literature emerging from the 8 states of Northeast India so that as students from the region they know the history, culture, oral and writing traditions as well as the diversity of the region. While some writers write in English, some works will be read in English translations. The course aims:

- To provide a sampling of literatures in English and in translation
- To train students to appreciate literature emerging from Northeast India
- to make students see how folk stories, myths and legends frame the narratives of the region
- To introduce students to the themes, concerns and styles adapted by the writers and also look at aspects which are specific to the region and find reflection in their works

Course Outcome (Graduate Attributes):

Having studied core English literature in the previous semesters the students are expected to expand their horizons of English studies which includes literatures other than British. By the end of the course the students are expected to have developed an understanding of:

- The Folk in Narrative as many writers are seen to draw resources for their work from available folk forms and tales.
- Myths and Legends how they are reworked and find expression in the prescribed texts.
- The Diverse Traditions, History and Landscape specific to each state of the region which find reflection in the representative works.

Section I: Poetry (1 Credit)

Chandrakanta Murasingh: (Tripura) 'Forest - 1987'
Robin Ngangom: (Manipur) 'Native Land'
Kympham Sing Nongkynrih: (Meghalaya) 'Hiraeth'
Malsawmi Jacob: (Mizoram) 'Flute Player'

Section II: Fiction (3 Credits)

Mamang Dai: (Arunachal Pradesh) *Legends of Pensam*
Nirupama Borgohain: (Assam) 'Celebration'
Prajwal Parajuly: (Sikkim) 'No Land is her Land'
Temsula Ao: (Nagaland) 'An Old Man Remembers'
Tapan Das: (Assam): 'Gogoponti Lakratua'

Recommended Reading:

Ao, Temsula. *These Hills Called Home: Stories from a War Zone*. Penguin India, 2005
Dai, Mamang. *The Legends of Pensam*. Penguin India, 2006
Misra, Tilottoma (Ed.). *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. OUP, 2011.
Mukhim, Patricia. 'Where is this North-east?' <https://www.jstor.org/stable/23006026>
Parajuly, Prajwal. 'The Gurkha's Daughter' Quercus, 2014

Paper 15
English CORE (Any one Option)

Indian Writing (Option A)

ENG060404

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Course Objectives:

The course aims to:

- give the student a taste of Indian writing from different regions of the country.
- to make students see how different historical and cultural backgrounds of the various Indian languages and literatures add to the complexity of Indian Writing.
- To introduce students to the themes, concerns and styles adapted by the writers and also look at aspects which are specific to the region and find reflection in their works

Graduate Attributes:

- Critical thinking (A wide familiarity with the range of themes that are evoked from the Indian context; the rich and innovative styles used by the writers; the Indian literary landscape; concepts in postcolonial studies and the practical application of these in reading and interpreting Indian literature.)
- Analytical reasoning/thinking (The ability to critically analyze and interpret texts in terms of their literary and cultural qualities with specific reference to the Indian literary landscape, and an awareness of the political aspects of any literary representation.)
- Research-related skills (The ability to problematize concepts in Indian literature and culture and consequently to ask relevant questions regarding them.)
- Creativity (An ability to view a problem or situation from multiple perspectives to develop a richer, more nuanced, and more analytical responses to it)
- Multicultural competence and inclusive spirit (A capacity for the minute observation of attitudes and beliefs of diverse cultures that find their way into literature. An extensive knowledge of the values and beliefs of multiple cultures. Acquisition of a sensitive and an empathetic approach to multiple cultures and multiple identities and the literature emerging from that.)

Texts

Poetry: 1 Credit

Nissim Ezekiel: "Poet, Lover, Birdwatcher"
Kamala Das: "The Old Playhouse"
Keki N. Daruwalla: "Wolf"
Navakanta Barua: "Bats"
Dilip Chitre: "The Felling of the Banyan Tree"

Fiction: 2 Credits

R K Narayan: *Malgudi Days*
Amrita Pritam: "The Weed"
Fakir Mohan Senapati: *Six Acres and a Third*
Sunil Gangopadhyay: "Shah Jahan and His Private Army"

Drama: 1 Credit

Girish Karnad: *Tughlaq*

Recommended Reading:

Stephen Alter and Wimal Dissanayake. Eds. *Indian Short Stories*, Penguin, 2001.
Arvind Krishna Mehrotra ed. *The Oxford Anthology of Twelve Indian Poets*, Oxford University Press, 1992.
Tilottoma Misra ed. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*, OUP, 2011.
Sarkar, Sumit. *Modern Times: India: 1880s-1950s: Environment, Economy, Culture*, Permanent Black, 2014.
Arvind Krishna Mehrotra. *Partial Recall: Essays on Literature and Literary History*. Orient Blackswan, 2012.

Paper 15
English CORE (Any one Option)

American Literature (Option B)

ENG060504

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Objectives:

This paper is designed to

- Give students a general understanding of the development of American Literature
- Familiarize them with historical contexts of this literature
- Acquaint them with themes and forms that makes this literature distinctive

Outcomes (Graduate attributes)

- Comprehensive literary-historical knowledge (disciplinary attribute)
- Critical thinking (critical and analytical ability in comprehending today's world)
- Creativity (Enhanced imagination and emotional intelligence through exposure to a variety of situations in American literary experience)
- Multicultural spirit (Broad perspective on diversity and multiple cultures)
- Empathy (Ability to empathize with and understand human suffering and the creative expression of moods and emotions)

Unit 1: 1 credit

General Surveys of Contexts and themes:

- History of American Literature (important authors, genres and texts)
- Important contexts (Puritan era, Slavery, Revolution, Civil War, Civil Rights Movement, Racism, 9/11, Multicultural America)
- Themes of nation, selfhood, family, land/nature

Unit 2: 3 credits

Texts:

Washington Irving: "Rip Van Winkle" (short narrative)

Walt Whitman: "Cavalry Crossing a Ford"; "Vigil Strange I Kept on the Field One Night" (from 'Drum-Taps' section of *Song of Myself*)

Zora Neale Hurston: "How It Feels to Be Colored Me" (essay)

Louise Erdrich: "Dear John Wayne" (poem)

Cathy Song: "Heaven" (poem)

Art Spiegelman: *In the Shadow of No Towers* (graphic novel on 9/11)

Colson Whitehead: *The Underground Railroad* (Novel)

Recommended Reading:

Richard Gray: *History of American Literature*, Wiley: 2012

Robert J. Levine et al eds. *Norton Anthology of American Literature*, 10th ed. (5 vols.), Norton: 2022

John Ernest (Ed). *Race in American Literature and Culture*, Cambridge University Press, 2022

Paul Johnson: *A History of the American People*, Weidenfeld & Nicolson, 1999

Paper 15
English CORE (Any one Option)

Shakespeare (Option C)

ENG060604

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100
4 Credits (15 Classes Per Credit)

Objectives:

- Give students a sense of Shakespeare in his time
- Acquaint them with Shakespeare's plays, poetry, and themes
- Point them towards the afterlife of Shakespeare in other sites, media and forms

Outcomes (Graduate attributes):

- Comprehensive knowledge of the subject of this paper
- Creativity (Think in new ways about issues and concerns of our world)
- Communication skills (Articulate complex thoughts with clarity and precision)
- Research related skills (Undertake research in the fields explored)
- Multicultural competence and inclusive spirit (Demonstrate national and global perspective on the field and sympathy for alternative modes of expression in the arts)
- Value inculcation (Demonstrate humanist, ethical and moral values)
- Empathy (Identify with and understand other perspectives and feelings)

Unit 1: 1 Credit

Surveys (Students are expected to acquire basic information in the following areas and they will be tested on what they learn about these)

- All Shakespeare's works
- Shakespeare productions (Titus Andronicus [Deborah Warner [1987]])
- Shakespeare in fiction (to be briefly discussed with the help of the following – The book series
- Hogarth Shakespeare, *Ophelia* by Lisa Klein, *A Thousand Acres* by Jane Smiley, *Vinegar Girl* by Anne Tyler)
- Shakespeare in film (*As You Like It* [1912-2012], *Richard III* [1912-2016])

Unit 2: 3 Credits**Texts**

Macbeth

A Midsummer Night's Dream

Sonnets (Nos. 2, 12, 18, 22, 137, 141)

Recommended Reading:

The Arden Shakespeare Complete Works. (Revised edition 2016)

Malcolm Smuts (Ed). *The Oxford Handbook of the Age of Shakespeare* (2016)

Marjorie Garber: *Shakespeare and Modern Culture* (2008)

Michael Kahn "Shakespeare Meets the 21st Century" (Washington Post, August 3, 2012 washintonpost.com)

Paper 15**English CORE (Any one Option)****Contemporary Writing (Option D)****ENG060704**

(External Evaluation: 60 + Internal Assessment 40): Total Marks 100

4 Credits (15 Classes Per Credit)

Objectives:

This paper is designed to introduce students to writings of the contemporary period from a variety of locations and cultures. Students will have an opportunity to engage with and read the major writers encompassing a variety of writing styles and practices and in different genres.

Graduate Attributes: Learning Objectives

This paper on Contemporary Writing aims to enable students to acquaint themselves with the writing traditions of the present times. It is designed to facilitate a sustained critical responsiveness to the forms and variations of writing practice through a sampling of literature that charts the development of creative texts in English. Texts originally written in other

languages will also be studied in English translation for a more wide-ranging dialogue with global contexts in the present period.

Course Outcome

A focus on contemporary writing through a reading of important texts.

An engagement with the essential themes through a sustained critical assessment.

A focus on the issues shaping literary traditions in the contemporary world.

A close processing of cultural imperatives in the development of writing of the present times

Section A: Poetry (1 Credit)

Nilmani Phookan: "What Were We Talking About Just Now"

Simon Armitage: "Look, Stranger"

Yusef Komunyakaa: "No Good Blues"

Claudia Rankine: "Making Room"

Section B: Novels (1 Credit)

Emily St. John Mandel: *Station Eleven*

Kyung-sook Shin: *Please Look After Mom*

Section C: Drama (1 Credit)

David Auburn: *Proof*

Gérald Sibleyras: *Heroes*

Section D: Basic Issues (1 Credit)

Contemporary Writing and Identity | Writing and Ethics in the Twenty-First Century | Alienation Contemporary Literature | The Gender Question in Contemporary Writing | Contemporary Writing and Social 'Values' | Inter-generic Practices in Contemporary Literature | Reality and History in Contemporary Writing

Recommended Reading:

Cristina M. Gamez-Fernandez and Miriam Fernandez-Santiago. *Representing Vulnerabilities in Contemporary Literature*, Routledge, 2022

Suman Gupta. *Contemporary Literature: The Basics*, Routledge, 2011

David Hershberg. *Perspectives on Contemporary Literature: Literature and the Other Arts*, University of Kentucky Press, 2014

Steve Padley. *Key Concepts in Contemporary Literature*, Palgrave, 2006

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